Historical Studies 593.17

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Seminar Room  Social Sciences
Class Time:  Monday 2:00 p.m. – 4:50 pm

CANADA AND THE “INDIANS”, 1860-2010, perceptions of the Aboriginal Peoples by Non-Aboriginals over the last century and a half.

SEMINAR DESCRIPTION

This seminar examines the attitudes of English- speaking and French- speaking Canadians toward the Aboriginal Peoples, from the mid-nineteenth century to the present. While much will be said about the Aboriginal Peoples the focus will be on non-Aboriginals’ views of Aboriginal Canada. Anniversaries are ideal hooks for history, 1860, and its terminal date, 2010, are perfect for a number of reasons. The late summer of 2010, two years away, will mark the 150th anniversary of the visit of Edward, Prince of Wales, to British North America—the future Edward VII travelled everywhere across British North America, from Newfoundland, to the Maritimes, to the Canadas—to become Quebec and Ontario in 1867, meeting French- and English-speaking British North Americans and Aboriginal people. 2010 also marks a future major event in Canadian history, the hosting of the Winter Olympics in Vancouver. Taking the perspective of a century and a half, we have witnessed monumental change, in particular in the constitutional recognition of Aboriginal Canada as one of the country’s three principal components, with French-speaking and English-speaking Canada.

This seminar is primarily for History majors, but Non-history senior undergraduate students with a background in Aboriginal Studies are welcome. An additional assignment will be added after individual discussion with any graduate student ( in History or Aboriginal Studies) who wishes to enroll—for them the course will be at the 600-level. Graduate students must contact the History Department (220-6401).

WEIGHTING OF SEMINAR GRADES

Class Report  (Date to be selected)  20 %
Book Review, Due in class, Oct. 27 5%
Term Paper, Due in class, Nov. 24 50%
Seminar Participation 25%

REQUIRED TEXTBOOKS

Ahenakew, Edward, *Voices of the Plains Cree*

Cardinal, Harold, *The Unjust Society*

Dickason, Olive P., *A Concise History of Canada’s First Nations*

Miller, J.R., *Lethal Legacy: Current Native Controversies in Canada*

Smith, Donald B., *Long Lance: The Glorious Impostor*

RESERVE READING

Berkhofer, Robert F., *The White Man’s Indian: Images of the American Indian, from Columbus to the present.*

Carter, Sarah, *Capturing Women: The Manipulation of Cultural Imagery in Canada’s Prairie West*

Francis, Daniel, *The Imaginary Indian: The Image of the Indian in Canadian Culture*

Francis, R.D., Richard Jones and Donald B. Smith, eds., *Destinies: Canadian History since Confederation*

Grant, John Webster, *Moon of Wintertime: Missionaries and the Indians of Canada in Encounter Since 1534*

Miller, J.R., *Shingwauk's Vision: A History of Native Residential Schools*


Nichols, Roger L., *Indians in the United States and Canada: A Comparative History*


Shewell, Hugh, ‘Enough to Keep Them Alive’. Indian Welfare in Canada, 1873-1965

Tennant, Paul, *Aboriginal Peoples and Politics. The Indian Land Question in British Columbia, 1849-1989*

Titeley, Brian E., *A Narrow Vision: Duncan Campbell Scott and the Administration of Indian Affairs in Canada*

Voyageur, Cora, *Fire-Keepers of the Twenty-First Century: First Nations Women Chiefs*

Weaver, Sally M., *Making Canadian Indian Policy. The Hidden Agenda, 1968-1970*
EXPLANATION OF COURSE REQUIREMENTS

To pass this course students must complete all requirements. All written assignments (short essay, class report and the term essay) must be submitted in class on the due date.

1. Seminar Participation (20%)

Each week we will discuss common readings. This mark will be based on the students' preparedness, knowledge of the assigned readings, participation, as well as the originality of his/her contribution in the seminar over the entire term.

2. Short essay (5%), DUE in class October 27th

What was the contribution of Sylvester Long (Chief Buffalo Child Long Lance) to our understanding of the First Nations in Western Canada in the 1920s? Short essay (750 to 1000 words) to be based on course texts, LONG LANCE, and VOICES OF THE PLAINS CREE.

2. Oral Report (25%)

Each student will make a short fifteen minute presentation on an aspect of the seminar discussion for that day, then help to lead the discussion on the seminar topic itself (for approximately 45 minutes). A three page outline of the report to be submitted the day of the presentation. NOTE: The oral presentation is to be given on a topic different from that chosen for the essay.

3. Term Paper (50%)  DUE in class November 24th

The term paper is to be based on a thorough reading and analysis of the literature related to one of the seminar topics (once again you must chose a different topic for your essay than that for your class report). The essay should be 15 to 20 pages (4,000 to 5,000 words) double-spaced in length, with a title page, bibliography and footnotes. If available and appropriate, primary sources should be used. In evaluating your term paper, I will look particularly for: the extent of your research into the historical literature on your chosen topic, a thesis statement that you argue throughout, and good analysis. The History Department Home Page (address above) contains the “Essay Guide” (also available in print) and the “Writing Tutor”, both useful guides for the preparation of your term papers.

Plagiarism

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not.

As noted in the Department of History Guide to Essay Presentation, plagiarism may take several forms:

   a) Failure to cite sources properly may be considered plagiarism. This could include quotations, ideas, and wording used from another source but not acknowledged.

   b) Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.

   c) Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of these works. The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.
Plagiarism is a serious academic offence. A plagiarized paper will automatically be failed. Plagiarism may also result in a failing grade for the entire course and other penalties as noted in The University of Calgary Calendar.

5. Weekly Seminar Readings and Reports

Common assigned books and articles form the basis of weekly discussions. In addition each student will be responsible for giving a short class report (15 minutes or so); and that same week, to leading (with the instructor’s assistance), the seminar discussion (45 minutes or so) to follow. Preparation, participation, and attendance are essential. The instructor will formulate the discussion topics for the first two months of the course. At the end of the first month (September), members of the seminar will together formulate the topics for the last month of the course (November), to focus on the mid-19th century to 2008. At the last class our discussions will include Aboriginal Canada and the 2010 Winter Olympics.

September 8  The instructor will explain the course and his expectations.  
Begin reading Dickson, CONCISE

15  ABORIGINAL CANADA IN THE MID-NINETEENTH CENTURY
Dickason, CONCISE (Read up to the end of the mid-19th century, 1860s)
Class discussion of the Web Site, “Great Unsolved Mysteries in Canadian History. Who Do Not Know His Name. Klatsassin and the Chilcotin War” [You can locate the site by googling it]  
[Students chose their topics for the Sept. and Oct. sections of the seminar, the instructor will help with the selection]

22  JOHN A. MACDONALD AND ABORIGINAL CANADA
Read sketch of John A. Macdonald in the DICTIONARY OF CANADIAN BIOGRAPHY, available on the Web www.biographi.ca
"Library and Archives Canada Home Page", and click on "Sir John A. Macdonald Canada's Patriot Statesman."
Read "Treaty Research Reports" 1-2, 3— available on the Web.  
Possible suggestions for report topics include: the Prince of Wales' Royal Visit to British North America, 1860; Treaties 1-2 and 3; and John A. Macdonald and Aboriginal Canada

29  THE FEDERAL GOVERNMENT AND THE NORTH WEST. LATE 19th CENTURY
Reports: Possible topics include— Red River Resistance of 1869/70, the Numbered Treaties 6 and 7 on the Prairies, the events of 1885.  
Read “Treaty Research Reports” 6, and 7— available on the Web. [Those students choosing topics for presentation in November will do so by this class]  
Dickason, CONCISE (Read the sections on the late 19th and early 20th centuries)

October 6  DUNCAN CAMPBELL SCOTT AND THE DEPT. OF INDIAN AFFAIRS
Reports: Numerous possibilities – see on reserve, Brian Titley, A Narrow Vision, He introduces a number of important topics on Scott.  
Assignment: Scott’s annual DIA report for the period to March 1927 (pp. 7-10), and the Research Report on Treaty 9, both available on the Web
Ahenakew, VOICE OF THE PLAINS CREE

20  ATTITUDES TOWARDS FIRST NATIONS PEOPLE IN THE EARLY 20th CENTURY
Reports on anthropologists and the First Nations, e.g. Diamond Jenness, Marius Barbeau, and Frank Speck. Also the representation in art, for example, Emily Carr.
The Pauline Johnson Archives. McMaster University. (Available on the Web)
Dickason, CONCISE (Read the sections on the 20th century to the 1940s)

27 FILMS, Showing of film documentaries on Long Lance and Olive Dickason

Short Essay Due

STUDENTS WISHING TO PRESENT ON TOPICS IN THE PERIOD FROM THE 1950s TO THE 1990s ARE ASKED TO CHOOSE THEIR TOPIC (IN CONSULTATION WITH THE INSTRUCTOR) BY OUR CLASS OF September 29th). SPECIFIC TOPICS CAN BE SELECTED WITHIN THESE GENERAL SUBJECT AREAS—for the purpose of example I have listed some subject areas. Students wishing to work on the recent past (last half of the 20th century) are encouraged to propose their own topic.

November 3 DEFINITIONS IN THE LATE 20th CENTURY AND NEW URBAN REALITY
Reports on the changing legal definition of who a “status Indian” is (under the Federal Indian Act)—Bill C-31. The constitution recognition and definition of “Métis”. The development of large Aboriginal urban communities
First Nation Casinos.
Miller, LEGACY, ch. 1
Dickason., CONCISE (Read the sections on the mid- and late 20th century)

17 SELF-GOVERNMENT and TREATIES
Reports, for example— the White Paper of 1969, Trudeau’s changing position Toward Aboriginal Rights, repatriation of Canada’s Constitution, Constitutional Conferences of the 1980s, Meech Lake & Charlottetown Accords
Miller, LEGACY, chs. 2-3
Cardinal, THE UNJUST SOCIETY

24 PERCEPTIONS OF ABORIGINAL PEOPLE IN THE LATE 20th CENTURY
Term Paper Due
Reports, for instance, on— Berger Inquiry in the mid-1970s, James Bay, Oka Crisis of 1990, the Report of the Royal Commission on the Aboriginal Peoples of Canada, the Delgammuuku case in B.C. Or, pick a cultural topic on modern Aboriginal literature, or Aboriginal art.
Miller, LEGACY, ch. 4
Dickason, CONCISE (Read the sections on the 20th century to the 1960s)

December 1 PERCEPTIONS OF ABORIGINAL CANADA TODAY
Final Class Reports and Miller, LEGACY, ch. 5
Prime Minister Harper’s Apology on Indian Residential Schools, June 11, 2008
The Aboriginal Peoples and the 2010 Vancouver Winter Olympics